



Prospectus

SAXON WOOD SCHOOL

Saxon Wood School

Rooksdown

Barron Place

Basingstoke

Hants

RG24 9NH



SAXON WOOD SCHOOL

A warm welcome to the Saxon Wood School prospectus.

We are proud to offer a caring yet stimulating and challenging environment for our children. We consider the children at Saxon Wood to be special. They deserve the very best that we can provide to help them to develop their full potential.

This pack will tell you about the school and its ethos along with some of the work that goes on here. It will give you some idea of how the school is organised and the daily routine for the children.

You will also find information on our school website: www.saxonwood.hants.sch.uk

Please feel free to contact me for further information, or to make an appointment to see the school if you wish.

I hope that your association with the school will be a happy and successful one.

Richard Parratt
Head Teacher



STATUS

Saxon Wood School is a community special school for children with physical disabilities or complex medical conditions. There are places for up to 35 day pupils aged 2 to 11. The school is funded by Hampshire Local Authority, and serves the whole of North Hampshire and adjoining counties. Staff employed by the Health Authority (therapists and paediatric associate practitioner) are also based in the school and work closely with the education staff.

THE AIMS OF THE SCHOOL

Saxon Wood School aims to:-

make a broad, balanced and relevant curriculum modified to meet pupils' individual needs

provide the additional specialist help needed to enable its pupils to become as independent and confident as possible.

See The Governors' Curriculum Policy Statement Appendix 1. This gives more detail about how the school aims to help each pupil to achieve, both within and beyond the National Curriculum.

As a staff we believe that children learn best where there is care, tolerance, security, praise and high expectations associated with clear, realistic learning goals.

Importantly, the school aims to provide an environment in which pupils with complex disabilities can thrive.



The welfare of all children at Saxon Wood is of paramount importance and we strive to provide a safe and secure environment in which they can flourish.



ADMISSIONS

Saxon Wood School is able to offer places to pupils with a physical disability and a wide range of associated special needs, including learning difficulties and medical needs such as epilepsy, visual impairment and hearing loss.

REFERRALS

Pupils are referred to the school by the Principal Special Needs Officer based in the Children's Services Department at Winchester. All school aged pupils must have a Statement of Special Educational Needs before they can be considered for Saxon Wood. Pre-school children can be admitted to the nursery on an assessment basis without a Statement.

Parents are welcome to contact Saxon Wood directly with any questions about referral.

FACILITIES

The school building and grounds are totally accessible to pupils using mobility aids such as wheelchairs or walking frames, and to pupils with limited walking ability. As well as teaching areas, there are therapy rooms, adapted toilet and changing areas, a medical room, a soft play room, hall, multi-sensory room and designed play areas with gardens. The school's minibuses are fitted with a tail lift and provision for pupils to travel safely in their wheelchairs or on a seat with a harness.



SCHOOL ORGANISATION

Teaching Groups

Most teaching takes place in class groups. Classes vary in size, but usually contain between 7 and 9 pupils. The teacher in such a class will be supported by 2 or 3 assistants depending on the needs of the group. A range of teaching strategies are used, including whole class teaching, group teaching and working with individual pupils. Pupils are also expected to work with each other in small groups and on their own.

Pupils are assigned to classes initially by age. However in some cases pupils benefit from being in a class with pupils of a different age.

The School Day -

The school day is from 9.00 a.m. to 3.15 p.m. -

Pupils can arrive between 9.00 a.m. and 9.15 a.m.

There is a 15 minute break during the morning

Lunch is from 12.15 p.m. to 1.00 p.m. and is followed by a 30 minute playtime

The afternoon session is from 1.30 p.m. to 3.15 p.m.

The School Day - Nursery pupils

Nursery pupils attend part-time for up to five sessions a week.

Younger pupils (2 and 3 year olds) attend from 9.00 a.m. to 12.00 noon.

Older nursery pupils (in the year before they are due to start school) attend from 9.00 a.m. to 1.30 p.m. and have lunch at school.

Pre-nursery Group

The school runs a pre-nursery group on a Thursday morning. Parents stay with their children and this gives them an opportunity to see the school and for staff to assess the child's needs.



THE CURRICULUM

Nursery and Reception Aged Pupils

For Nursery and Year R pupils, the school offers The Foundation Stage curriculum based on six areas of learning, providing a sound base for moving on to the next stage of education.

These areas can be categorised as -

- personal social and emotional development
- communication, language and literacy
- problem solving, reasoning and numeracy
- knowledge and understanding of the world
- physical development
- creative development.

Starting in the Nursery can be quite difficult for some children. To begin with parents may stay with their child in the Nursery as long as they wish. Staff do all they can to help pupils to settle in as quickly as possible.



School Aged Pupils

National Curriculum Core Subjects

Due to the difficulties many of our pupils face with communication we use a wide range of strategies and devices to enable pupils to access the curriculum. We therefore offer the 'traditional' National Curriculum subjects but with an emphasis on communication skills.

The core curriculum comprises of:

- **English**
- **Mathematics**
- **Science**
- **Information and Communication Technology**

These are supplemented by the National Curriculum Foundation Subjects

Design and Technology

History

Geography

Art

Music

Physical Education

Modern Foreign Language Key Stage 2

Personal Social Health Education

Many of these subjects are taught through a themed approach which can include aspects of other subjects. For example the main focus of a topic might be History or Geography, but relevant elements from other curriculum areas will be covered in the topic (including elements from the core subjects, especially English). There is a two year rolling programme of topic work, planned to ensure that all aspects of the National Curriculum are covered.

A specialist music teacher visits weekly to teach Music to Key Stage 2.

P.E. activities are planned by the teaching staff in conjunction with the therapists who work alongside education staff in a number of P.E./Therapy groups (also see section on developing movement skills).

In addition we have curriculum related activities such as our multi-cultural week in which we celebrate different cultures.

Sporting Aims and Provision for Sport

The school aims to develop pupils' sporting interests and skills and a wide range of such activities are offered throughout the year. The school is part of the Basingstoke Sports Partnership and this gives us access to specialist coaches to run our After School Key Stage 2 Club.



Visiting a local pool



Personal Social and Health Education

Many opportunities are given for pupils to learn about themselves and to begin to understand their abilities and disabilities. Emphasis is also placed on learning the skills, attitudes and insights that are needed in order to form loving and caring relationships with others.

Due to the wide range of ability and level of physical development, education about sex and human reproduction is not taught routinely to a whole class. When appropriate for selected pupils, sex education is discussed with parents before being taught by the school nurse in conjunction with the class team. The Sex Education Policy is attached as Appendix 2.

Religious Education

Religious Education is taught following the Hampshire agreed syllabus 'Living Difference'. At Saxon Wood we aim to foster a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of mankind.

Collective Worship

Assemblies provide opportunities to:-

- develop a sense of unity and belonging
- help pupils to learn how to be part of a large gathering
- share experiences and values
- celebrate achievements
- reflect on experiences in an atmosphere of quiet responsiveness

If a parent asks that their child should be excused from attending collective worship or the Religious Education Curriculum their wishes will be respected.

Assemblies are usually led by the Head Teacher or another member of staff, but are also taken by a visitor or member of the local clergy. Assemblies will acknowledge that Britain is a multi-cultural, multi-faith society, although the majority of assemblies will be of a broadly Christian character.



Taking part in an Assembly on the Romans



Assembly with a 'Canine Partner'



Developing Communication Skills

Many pupils have delayed speech, some have great difficulty making speech sounds, and some have disordered speech development. Staff teach and use a range of communication systems appropriate for each pupil's particular needs. There is a Communication Support Teacher and a Communication Support Assistant who support pupils with complex communication needs. They work one to one with pupils and support the class teams by providing communication programmes and resources. All staff aim to ensure that pupils have as many opportunities for functional communication as possible. A range of Alternative and Augmentative Communication devices are used throughout the school.

Examples of some of the methods and resources used to develop communication are:-

- Makaton signing used by staff when communicating with pupils to help reinforce key words and concepts
- Use of photographs and simple symbols with pupils so they can make choices about what they want to do and learn the principles of communication
- Use of Picture Communication Symbols throughout the school for example in pupils' communication books, tray charts, to reinforce written text and on topic support cards
- Use of speech output on computers
- Use of speech output devices ranging from simple one message switches to eye gaze activated Voice Output Communication Aids with unlimited vocabulary and synthesised speech
- Trips to a local village to practise functional communication for VOCA users
- Access to practical technical support from the local REMAP group.



Developing Movement and Mobility Skills

Saxon Wood aims to be a school with a therapeutic environment. In practice, this means that during a pupil's day he or she may be undertaking a therapeutic activity such as standing in a standing frame whilst simultaneously working at curricular activities such as literacy or mathematics. Wherever possible pupils are undertaking therapeutic activities in a functional and meaningful way.

All pupils for whom it is appropriate will have a physical management programme. This is an outline of how each pupil's needs are going to be met, through a combination of postural management, mobility activities and independence skills. All staff are trained in how to facilitate pupils' movements. We believe that this combined approach is most likely to enable each pupil to achieve his or her potential in terms of independent function.

We also recognise that pupils enjoy working on activities in groups. They are able to support and encourage each other and recognise each other's attainments. With this in mind the school has integrated P.E. activities with therapeutic ones, and pupils undertake these in P.E./Therapy groups on a regular basis.

The school has a wide range of equipment to help develop pupils' mobility skills. These range from adapted tricycles to a highly sophisticated computer controlled electric wheelchair (a 'SMART' chair) which is used to help pupils learning to use powered mobility.



DEVELOPING PUPILS' INDEPENDENCE AND SELF HELP SKILLS

All pupils are encouraged to be as independent as possible, taking into account their age, cognitive level and physical abilities. Pupils are given time to do things for themselves, and opportunities to practise key independence skills.

In key areas such as toileting, staff liaise very closely with parents to help ensure that we are making consistent and reasonable demands of a pupil.

This is a key aspect of the work of the school. Staff plan activities which will develop all pupils' independence skills, with the aim of enabling them to become as independent as possible. This aim underpins all the activities that the pupils undertake.

The main areas involved are:

Communication
Movement and mobility
Self help skills

When relevant for a pupil, targets are set in each area. Parents play a key role in identifying priority objectives (at the Annual Review meeting) and these objectives are broken down by staff into key targets. All staff are aware of the current targets for each of their pupils. Pupils needs and targets are discussed and reviewed each term in an interdisciplinary class discussion.

SCHOOL ETHOS AND DISCIPLINE

The school is an orderly community, where staff and pupils show care, respect and tolerance towards each other. The Behaviour Policy states that children learn most from the example set by all those around them, and that staff and children should treat each other with courtesy and respect. The aims of the policy are:-

- to create a happy, settled and safe environment
- to enable each child to develop a positive approach towards self discipline and self esteem, valuing themselves and each other as caring individuals in society as a whole.

Staff adopt a positive approach to behaviour management, praising the behaviours they wish to encourage.

If a pupil's behaviour gives cause for concern, there is a series of agreed steps which are implemented. These involve liaison with parents and other agencies as appropriate.

Copies of the Behaviour Policy are available from the Head Teacher on request.



THE CHILD HEALTH TEAM

Specialist therapy and nursing services to Saxon Wood are provided by the Hampshire Hospitals NHS Foundation Trust. On entry to Saxon Wood all children are assessed by the multi-disciplinary team. The involvement of parents and carers in this process is vital.

Physiotherapy

All children are assessed on an individual basis by the physiotherapist and physiotherapy provision is devised according to the need identified on assessment.

Following assessment a physiotherapy management programme is provided for pupils if required. This may involve:-

- identifying positioning equipment needs e.g. standing frame, floor sitter or walkers
- referral to orthotics clinic for provision of suitable footwear
- recommend ways of handling or transferring
- activities to be offered in P.E. groups/therapy group programmes
- individual session with the physiotherapist (or other member of staff)

We aim to make physiotherapy fun as well as hard work!

The Physiotherapist can visit children at home, possibly with the Occupational Therapist, to meet parents, organise provision of equipment and to offer advice. Parents are also welcome to come and watch therapy sessions at school. To be effective, physiotherapy must be a team effort with everyone working together.

Occupational Therapy

The Occupational Therapist works closely with other staff to help pupils to be as independent as possible. For pupils attending Saxon Wood the Occupational Therapist will:-

- identify a suitable seating system
- advise staff on specialist equipment for use at school
- carry out home visits to advise parents or carers on the pupil's home management programme
- organise the provision of equipment or adaptations needed at home (e.g. toilet, bath or mealtime aids) through liaison with the Social Services Occupational Therapist
- if necessary, assess and monitor a pupil's hand function and perceptual skills, and make recommendations to staff/parents
- assess a pupil's eating skills and devise a mealtime assistance programme if necessary.



Nursing Cover

The Associate Practitioner works as part of the Saxon Wood team to ensure that the nursing needs of each pupil are catered for. The needs of each pupil are individually assessed and may include specialist nursing care and a care plan if necessary.

Many pupils require routine medication whilst in school. This is managed by the Associate Practitioner, who will liaise with parents and administer any drugs etc. that a pupil may need. The Associate Practitioner will also train education staff to give emergency and other medication along with any other medical procedures as required.

The Nurse is a member of the Hampshire Hospitals NHS Foundation Trust, Basingstoke and North Hampshire Hospital Child Health – Family and Clinical Services, and therefore has the opportunity to access a wide variety of professionals with paediatric knowledge. She is able to liaise with General Practitioners, Health Visitors, Children's Community Nurses and Paediatric Consultants, for example.

SUPPORT FROM EXTERNAL AGENCIES

The school has a policy of encouraging external agencies to provide their services at Saxon Wood wherever possible. This reduces time pupils are out of school for medical appointments etc. and facilitates communication between the external agencies and school based staff.

The following specialists visit regularly to see pupils and/or hold clinics in school -

- Consultant Paediatrician
- Orthoptist
- Audiologist
- Orthotist
- Educational Psychologist
- Specialist Teacher Adviser (Physical Disability)
- Specialist Teacher Adviser (Hearing Impairment)
- Specialist Teacher Adviser (Visual Impairment)



SCHOOL MEALS

A midday meal at a cost is available for all school aged pupils and diets can usually be catered for. Arrangements can be made for pupils to eat their own packed lunch in school if this is preferred.

If you are receiving State benefits your child could be entitled to free school meals. Please ask the School Office for details of how to claim.

WORKING WITH PARENTS

The school aims to work very closely with parents. Many parents live some distance from the school, so telephone contact is often important.

The school operates a system of home/school liaison books for routine messages and information about the pupil's day etc. There is also a home-school visiting programme for Nursery pupils and some older pupils.

Reporting to Parents and the Annual Review

Annual Reports for parents are written and distributed before a pupil's Annual Review. Reports from parents are also requested. At the Annual Review Meeting, progress, priority areas and long term objectives are agreed with the parents. Following the review meeting, staff translate the long term objectives into short term targets which are summarised on a pupil's Individual Education Plan. A copy of the Individual Education Plan is sent to parents each term.

Parent Helpers and Volunteers

The school always welcomes support from parents or other volunteers during the school day. If you are interested or know someone else who may like to help please speak to the Head Teacher or your child's Class Teacher. We have volunteers working in class, helping in other areas of the school, and helping with offsite activities. Swimming helpers are always especially valuable.

SAXON WOOD ASSOCIATION

The Saxon Wood Association (SWA) involves parents, staff and other friends of the school and organises social and fund-raising events.

Please support the Association. All parents are automatically members and are welcome at any of the events. Money raised plays a very important role in funding the extras that can make such a difference to our pupils' school lives.



SCHOOL HOLIDAYS

Holiday dates are included in this brochure, and distributed to parents each year. Parents will be informed of the dates of day closures well in advance. Saxon Wood has a slightly different holiday pattern to other schools. The June half term lasts for two weeks, but to compensate for this the school works on for a week after other schools have broken up in July. If families wish to take their main holiday outside the normal school holiday period please obtain a consent form from the office.

DRESS CODE

The Governors have agreed that there should be a simple dress code and optional uniform. This is as follows:-

- Dark green sweatshirt (with school logo if possible)
- Yellow or white polo shirt
- Grey or black trousers, jogging bottoms or skirt
- Green school dress for girls in the summer if preferred

Sweatshirts and polo shirts with the school logo may be purchased from the school office.



Please would parents ensure that all clothes are named.

For some pupils appropriate clothing will enable them to be more independent, for example when using the toilet. Loose fitting clothes with fasteners that are easier for children to manage.

Parents are requested to provide a spare set of clothes (no matter how old) to be kept in school for emergency use.

CHARGING FOR SCHOOL ACTIVITIES

The Governors' Policy Statement Charging for School Activities is included as Appendix 3. Briefly, this states that voluntary contributions will be requested for most offsite visits where there is a cost to the school. Parents are under no obligation to make this contribution, but if a significant number of parents do not contribute, the planned activity may have to be cancelled due to lack of funds.

LINKS WITH MAINSTREAM

When appropriate we use mainstream links to provide inclusion opportunities for some of our pupils. On occasions some pupils transfer to mainstream or other special school provision. Any such considerations are discussed fully with parents and may form part of the Annual Review.



COMPLAINTS

It is hoped that there will be few if any occasions when parents feel the need to complain. Any complaints about the curriculum should be addressed to the Head Teacher. Other concerns should initially be taken up with the relevant member of staff. If the problem is not satisfactorily resolved, then it should be brought to the attention of the Head Teacher or Deputy Head. Full details of the school's complaints procedure are available from the Head Teacher.

PUPIL ATTENDANCE

It is important that pupils attend school regularly so that they derive maximum benefit from the activities on offer. Saxon Wood has a good record of pupil attendance. Please would parents ensure that the school is notified about all absences, either in writing, or by telephone to the School Office on the first day of absence.

Absences are either authorised or unauthorised. Absences may be authorised for a number of reasons including:-

- ◆ Medical reason - sickness, hospital appointment etc.
- ◆ If school transport failed to run
- ◆ For a day of religious observance

Absence in term time is discouraged due to the impact it has on the pupil's education. However the Head Teacher can grant up to 10 days authorised absence.

Other categories of absence are unauthorised and must be recorded as such by the school.

HOME TO SCHOOL TRANSPORT

The majority of pupils at Saxon Wood are eligible for transport to school. This may be in a minibus or a taxi. An escort is always provided to look after the pupils on the journey.

For Hampshire children transport is arranged by the Passenger Transport Group at Winchester. Parents are informed directly of the pickup and drop off times, and the name of the transport operator and escort.

If there are any problems please contact the Passenger Transport Group initially. Their telephone number is 01962 846993.

- Appendices -
1. Governors Curriculum Policy Statement
 2. Sex Education Policy
 3. Charging for School Activities
 4. Holiday Calendar – online version please go to available documents for calendar (Child welfare and other policies are available on request)



ADDRESS AND TELEPHONE NUMBERS

Mr. Richard Parratt, Head Teacher
Saxon Wood School
Rooksdown
Barron Place
Basingstoke
Hampshire
RG24 9NH

School: (01256) 356635

Fax: (01256) 323713

Therapy Office (OT and PT): (01256) 844647

Hospital Extensions:	Speech Therapy	(01256) 376469
	School Nurse	(01256) 314854

Email: adminoffice@saxonwood.hants.sch.uk

Website: www.saxonwood.hants.sch.uk

CHAIR OF GOVERNORS

Mr. Chris Howard c/o Saxon Wood School

OTHER USEFUL ADDRESSES AND TELEPHONE NUMBERS

Local Education Office
Birch House
Barley Way
Fleet
Hampshire
GU13 8YB

Children's Services Department
County Office
The Castle
Winchester
Hampshire
SO23 8UG

Tel: (01252) 812333

Tel: (01962) 841841

Although every effort is made to ensure this prospectus is accurate, changes in the school, government or county policy may not always be reflected.

Ref: Pros 14



SAXON WOOD SCHOOL

POLICY

Aims of the Curriculum

December 2011

Introduction

Saxon Wood School is a day special school for pupils aged two to eleven. All pupils have a physical disability or complex medical need, and the majority have associated learning difficulties.

The school aims to:

- make a broad, balanced and relevant curriculum accessible to all its pupils
- provide the additional specialist help needed to enable its pupils to become as independent and confident as possible
- help pupils achieve more.

The school curriculum consists of all those activities designed by staff or encouraged within the school's organisational framework to promote the intellectual, spiritual, emotional, moral, cultural and physical development of pupils.

As the school caters for pupils with a wide range of physical and intellectual abilities, the curriculum must be flexible enough to ensure that each pupil has an optimal educational programme. Pupils' individual and special needs must be catered for, whilst maintaining breadth and balance.

The aims of the curriculum at Saxon Wood School are to help pupils to:

- develop self confidence and self worth and the ability to take their full place in the wider community
- achieve maximum independence enabling them to have as much control over their lives as possible



- realise their communicative potential and thus be able to communicate effectively within school and beyond
- begin to come to terms with their disability and be aware of their own strengths and limitations
- acquire social skills; including an awareness of the needs of others, respect for their views and an understanding of when to compete and when to collaborate
- develop their creative skills and to appreciate culture and the arts
- develop personal, moral and spiritual values and respect for other races, religions and cultures
- develop an understanding of and curiosity about the natural world and the environment, and man's effect on it

The Learning Environment

(also see Learning Policy)

The curriculum will be presented using a range of teaching strategies, e.g. multi sensory, kinesthetic, visual, aural, matched to the particular needs of the learners.

Pupils will have opportunities for active learning and be helped to learn how to learn. They will be helped to acquire sufficient first hand experience, giving a basis for increasing generalisation of knowledge and the development of abstract reasoning.

Equal Opportunities

Pupils at Saxon Wood School will be valued irrespective of ability, race, cultural background, gender, age or achievement.

The Staff Team

(also see Staff Development Policy)

Many people are involved in delivering the curriculum; teachers, education support staff, medical staff and other adults from the wider community all have parts to play. Each child must experience a broad and balanced range of learning situations, matched to his or her specific needs. This can only be achieved through joint working and clear communication within and between departments. Examples of joint working include P.E. therapy groups and communication support work. Communication is facilitated by formal meetings such as class discussions (focusing on IEPs) and staff meetings, and informal consultations and discussions.

The school recognises that staff skills need to be continually updated. An active programme of continual professional development (CPD) is organised by the Staff Development Co-ordinator and staff are encouraged to take responsibility for their own CPD through Individual Performance Planning (IPP).



Planning the Curriculum

(also see Curriculum Planning Procedures)

Curriculum managers (teachers with specific areas of responsibility) are responsible for ensuring that each area of the curriculum demonstrates progression between key stages, and has a suitable balance of activities (reflecting N.C. programmes of study if relevant).

Many aspects of the curriculum are planned in advance and documented. The curriculum map outlines the two year cycle for blocked work term by term. Medium term plans identify the parts of the National Curriculum Programmes of Study or other specific areas covered in each unit of blocked work. These plans contain key learning objectives and planned assessment opportunities. They also include information on how the planned activities can be differentiated to meet a range of learning needs. Teachers undertake short term planning on a weekly or daily basis as required using information gained from on-going assessment in collaboration with pupils as appropriate. Short term plans may indicate the resources required, pupil groupings and further differentiation.

Many other important aspects of the curriculum cannot be explicitly documented in this way. However they are equally important in developing appropriate attitudes towards learning and towards other people. They can be seen in the general ethos of the school and in the way pupils and staff value, respect and support each other.

Monitoring the Curriculum

(also see Role of Curriculum Manager Guidelines)

When a unit of work has been taught, information regarding pupil attainment and engagement with the planned work is passed to the Subject Manager. This information is used when teachers review the curriculum plans to check that they are still appropriate to the needs of the pupils.

Related Policies

All other school policies should be understood in the light of the above aims.

The following policies are particularly related:

- Learning Policy
- Individual Curriculum Policy Statements
- SEN Policy
- Staff Development Policy

This policy will be reviewed in 2016 as part of the 5 year rolling programme, or before if required.

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Introduction

Pupils at Saxon Wood School have many physical and associated emotional difficulties to overcome. The approach to sex education must be sensitive, positive and appropriate to their specific needs. Parents and teachers should work together to promote a healthy understanding of the pupil's development.

Aims

The aims of sex education are

- To combat ignorance and increase understanding
- To reduce guilt and anxiety
- To promote responsible behaviour
- To help pupils make informed decisions and cope with peer pressure
- To combat potential exploitation and abuse
- To encourage openness and better communication about sexual matters
- To promote the importance of a stable family life and the responsibilities of parenthood
- To promote respect for themselves and for others.

From Hampshire Guidelines on Sex Education – February 95.

Key Principles

Staff will aim to:

- Teach sex education as an integral part of the PSHE and science curriculum
- Ensure progression and development of sex education across the age and ability range
- Consider the intellectual, emotional and physical development of each pupil before teaching about sex and human reproduction
- Answer questions truthfully and frankly with regard to the pupil's level of ability and understanding
- Provide a warm, caring environment that will encourage pupils to freely discuss any issues or concerns therefore allowing pupils to choose a member of staff with whom they have a particularly good rapport
- Provide the opportunity for a member of staff to initiate individual or group discussion if they feel relevant issues need addressing
- Keep parents informed of all sex education planned so that they may exercise their right to withdraw their children from any lessons they feel are inappropriate
- Work closely with health staff based in school and involve outside agencies such as health professionals or the police to help implement the sex education programme.



Resources

The sex education programme is based on 'The Health for Life' scheme and is supplemented by the 'Getting it Right' programme presented by the local police. Resources are available from the Health Promotion Service. General resources are available in the Resource Room. See PSHE Policy – Resources.

Implications for Staff

All staff need to understand and support the school policy regarding sex education. They must help establish a climate of trust in which pupils feel secure and confident.

Ref: pol/sexeduc annex pshe



SAXON WOOD SCHOOL

POLICY

**Charging for School Activities
Governors' Policy Statement**

June 2011

The Governors of Saxon Wood School recognise that many school activities are subsidised from school funds.

The law does not permit schools to make a charge for school activities. The Governors confirm, however, that the normal way of funding activities which the school is otherwise unable to fund, should be through voluntary contributions from parents. Any request for such contributions will make it clear that there is no obligation to contribute and that no pupil will be excluded from a planned activity because their parents decline to make a contribution.

For those activities involving nights away from home, the Governing Body approves the making of a charge to cover the board and lodging component of the visit. Where the activity is wholly or mainly during school hours, families in receipt of Income Support or Family Credit will not be expected to pay this charge.

Any parent wishing to see the section of the Education Act relating to charges for school activities may do so upon request to the Head Teacher.

This policy is reviewed annually.

ref: Pol/chargact

